

Childminder report

Inspection date: 27 January 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children show they feel safe and well cared for. They develop a warm and positive relationship with the childminder. Children confidently approach the childminder for cuddles and reassurance. She is quick to respond and is attentive to their needs.

The childminder has high expectations for every child, overall. She gets to know them very well and her curriculum is built around their interests, which supports their individual learning needs. Children are making good progress and are well prepared to move on to their next stage of learning. Children's early literacy skills are developing well. They enjoy creative activities and listen attentively to stories. The childminder encourages children to look at books to find things out for themselves. For example, they learn the names of fruits and identify different colours. There is a wide range of books available to young children, which they are familiar with. They identify their favourite books and eagerly sit and turn the pages right to left. They join in with actions and finish sentences that they recognise.

Young children develop independence as they watch and learn what they need to do to complete simple tasks. For example, they help to collect the changing mat and wipes in preparation for a nappy change. The childminder uses activities such as washing hands and putting on shoes as a time to talk with and listen to children.

What does the early years setting do well and what does it need to do better?

- The childminder makes the most of opportunities to include mathematics throughout her curriculum. Young children begin to count bricks as they build columns of individual colours. They then consider how many columns they have and arrange them in size order. Children are enthusiastic and eager to take part in the activity. They gain strong and positive attitudes to learning and developing their skills.
- The childminder helps to enrich children's growing vocabulary. For example, children have great fun using the sensory wands and balls. The childminder introduces new words, such as 'sparkle', 'rough' and 'smooth', to help to describe what they see and feel. The childminder sensitively reinforces correct pronunciation when children speak to her. This helps them to hear the correct model. Young children are learning how to be effective communicators and speak with confidence. However, occasionally, the childminder pre-empts children's responses to the questions that she asks, without allowing them time to think and respond.
- The childminder talks to children about keeping healthy and reminds them about the importance of eating a range of healthy foods. Children help to prepare their snack and talk about the different fruits. The childminder provides opportunities for physical active play inside and outside. She helps children to learn about the

benefits of eating a healthy diet, limiting sugar and the importance of cleaning their teeth.

- The childminder takes children on regular outings to support their physical and emotional well-being. Children explore and investigate nature as they walk and run in the parks. Children participate in different activities throughout the year to help them learn about differences and similarities in their wider community. For example, they gather coloured papers, materials and glue to decorate their Chinese lanterns.
- The childminder places a strong focus on her professional development to support children's learning and well-being. She uses research, training and professional conversations to improve her practice. For example, she demonstrates a good understanding of how to support children with special educational needs and/or disabilities.
- The childminder monitors children's learning carefully and understands what they need to learn and when. She understands the benefits of working with other professionals, if required, to support children. She is eager to work with parents to support children where needed.
- Relationships with parents are good. Parents share that they feel informed of their children's progress. They receive information about activities and events that are taking place. Parents comment that they feel that their children progress well in the care of the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear knowledge of child protection issues and the wider aspects of safeguarding. She understands her role and responsibilities in safeguarding children and how to refer any concerns she may have about children or adults. She understands the importance of quickly identifying and acting upon children's non-attendance to ensure their safety. The childminder completes risk assessments of her premises and outings. She makes clear records of any accidental injuries that children may have and shares this information promptly with parents. The childminder regularly updates her safeguarding training to keep her knowledge up to date.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- challenge children's learning even further by allowing more thinking time for them to respond to the questions they are asked.

Setting details

Unique reference number	EY368142
Local authority	London Borough of Waltham Forest
Inspection number	10072170
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	7 October 2015

Information about this early years setting

The childminder registered in 2008. She lives in Leytonstone, in the London Borough of Waltham Forest. The childminder operates her service all year round, apart from bank and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Julia Crowley

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022